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Professional Commitment of College Teachers in Relation to Their Social Characteristics

1

Dr. A. Punitha Mary*

"The teacher and Almighty both are standing to whom should I bow, thanks to the teacher who enabled me to see the Lord" – Sant Kabir (Janardan Prasad, 2005).

The teacher is the heart of the educational system. The professional competence and personal capacities of the teachers will determine the success of any curriculum. Commitment is 'an intellectual or emotional bond to some course of action' (Morris, 1976). In simpler terms 'to do the best' and to be the best is the basis of it. The ability to do what needs to be done, in the way it has to be done depends largely on the strength of commitment and the belief and utilization of one's capabilities. Teachers must make all possibilities into realities by applying respect to the work, being focused on the responsibilities and by having a balanced approach, which are the yielding off shoots of the commitment planted in them. Teachers must work with commitment to bring up a generation of young minds, and as a result of our dedication and determination, they would be truly instrumental in bringing out from the temple of learning, students who are intellectually vibrant, emotionally stable, socially responsible, physically fit and more than everything really good human beings.

Sociability is one of the essential traits for a teacher. A teacher must be motivated by a sound social philosophy with the purpose of living in his social environment and improving upon the same. He must be aware of his civics rights and obligations. He must take keen interest in the society he lives in. He must be able to adjust himself to the social surroundings with full adaptability. Motivated by a social philosophy, he must also make his best contribution to the society. As such he must have the qualities of leadership, so that he works as a leader and a

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torch bearer for his pupils, guiding them in all their affairs. He must be sociable enough to be popular amongst his students and colleagues. He must mix with pupils, talk to them freely, love them like a parent, help them in the solution of their difficulties and be popular among them. He must also have a good cordial relation with his colleagues. He must delight them, chat with them freely over a cup of tea, mix with them and acquire their friendship. He must not remain aloof and isolated. Unless the teacher is sociable himself, he cannot cultivate the traits of sociability, leadership and popularity amongst his pupils also.

Significance of the Study

Teacher is the backbone of the educational process and his/her role in building the nation is well-recognized. It is a fact that the quality of teacher is decided by his/her commitment to his profession. An Educational Institution having excellent material resources and infrastructure facilities, but not committed teachers is likely to be ineffective and waste. A committed teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students". College Education plays a vital role in shaping the students life. After college studies, the students may enter into new stage, namely from learner to employer/worker. Hence the college teachers, who cater to the needs of the college students, play a significant role in the field of Education.

At present the students are in need of a dedicated teacher who loves and cares for them. In fact, college students expect more dedication from their teachers. It is a sad factor to note that the teachers are often criticized for doing very little work and for enjoying many holidays. This is because some teachers pave way for such comments. If all the teachers are dedicated to their profession, then the negative criticism will have no place in the history of teaching profession. Professional commitment is the most crucial input in the field of education.

Social characteristics are the interpersonal relationship of a man. Overall development of a man is possible only if he has a very good relationship with others. It includes co-operation, generosity,

brotherhood, tolerance, fellow-feeling, helping tendency and respect for others. Here the investigator selected only two dimensions- co-operation and tolerance which are essential for a teacher and find out their relation with professional commitment. Hence the investigator launched the topic.

Professional Commitment of College Teachers in relation to their Social Characteristics

Objectives of the Study

1. To find out the significant difference in the professional commitment and its dimensions of the college teachers with respect to a) status of the institution b) type of college.
2. To find out the significant difference in the social characteristic - tolerance of the college teachers with respect to a) status of the institution b) type of college.
3. To find out the significant difference in the social characteristic-co-operation of the college teachers with respect to a) status of the institution b) type of college.
4. To find out the significant relationship between professional commitment and its dimensions of college teachers and the social characteristic - cooperation
5. To find out the significant relationship between professional commitment and its dimensions of college teachers and the social characteristic - tolerance

Hypotheses

1. There is no significant difference in the professional commitment and its dimensions of the college teachers with respect to a) status of the institution b) type of college.
2. There is no significant difference in the social characteristics - cooperation of the college teachers with respect to a) status of the institution b) type of college.
3. There is no significant difference in the social characteristics - tolerance of the college teachers with respect to a) status of the institution b) type of college.

4. There is no significant relationship between professional commitment and its dimensions of college teachers and social characteristic- cooperation.

5. There is no significant relationship between professional commitment and its dimensions of college teachers and social characteristic- tolerance

Tools used for the Study

Professional commitment Questionnaire- prepared and validated by the investigator Social Characteristics Scale - prepared and validated by the investigator

Population for the Study

The population of the present study consists of the college teachers working in Arts and Science Colleges and Colleges of Education in Tirunelveli, Thoothukudi and Kanyakumari Districts.

Sample for the Study

The investigator has selected 711 college teachers working in Arts & Science Colleges and Colleges of Education in Tirunelveli, Thoothukudi and Kanyakumari Districts using stratified random sampling technique.

Analysis of Data

Hypothesis 1a

There is no significant difference in the professional commitment and its dimensions of the college teachers with respect to status of the institution.

Table 1
Difference in the Professional Commitment and Its Dimensions of College Teachers with Respect to Status of the Institution

Dimensions	Category	N	Mean	S.D.	Calculated 't' value	Remark at 5% level
Commitment to learner	Autonomous	88	30.61	3.86	1.10	NS
	Non-autonomous	623	31.09	3.45		
Commitment to society	Autonomous	88	28.63	4.94	1.78	NS
	Non-autonomous	623	29.62	4.78		
Commitment to profession	Autonomous	88	45.63	5.27	0.29	NS
	Non-autonomous	623	45.80	6.18		
Commitment to achieve excellence	Autonomous	88	31.93	4.84	0.14	NS
	Non-autonomous	623	31.86	4.91		
Commitment to basic human values	Autonomous	88	25.01	3.85	1.76	NS
	Non-autonomous	623	25.78	3.83		
Professional Commitment	Autonomous	88	161.33	17.73	1.33	NS
	Non-autonomous	623	164.00	17.17		

(At 5% level of significance, the 't' value is 1.96)

NS - Not significant (Null hypothesis accepted)

Since the calculated t value is less than the table value, there is no significant difference between autonomous and non-autonomous college teachers in their professional commitment and its dimensions. Hence the null hypothesis is accepted.

Hypothesis 1b

There is no significant difference in the professional commitment and its dimensions of the college teachers with respect to type of college.

Table 2

Difference in the Professional Commitment And its Dimensions of College Teachers with Respect to Type of College

Dimensions	Category	N	Mean	S.D.	Calculated 't' value	Remark at 5% level
Commitment to learner	Arts & Science	483	31.21	3.44	1.94	NS
	B.Ed.	228	30.65	3.61		
Commitment to society	Arts & Science	483	29.54	4.72	0.30	NS
	B.Ed.	228	29.42	4.98		
Commitment to profession	Arts & Science	483	45.66	6.12	0.77	NS
	B.Ed.	228	46.04	5.97		
Commitment to achieve excellence	Arts & Science	483	32.11	4.90	1.94	NS
	B.Ed.	228	31.35	4.86		
Commitment to basic human values	Arts & Science	483	25.59	3.69	0.94	NS
	B.Ed.	228	25.89	4.14		
Professional Commitment	Arts & Science	483	164.07	16.66	0.88	NS
	B.Ed.	228	162.82	18.44		

(At 5% level of significance, the 't' value is 1.96)
 NS - Not significant (Null hypothesis accepted)

Since the calculated t value is less than the table value, there is no significant difference between Arts & Science and B.Ed. college teachers in their professional commitment and its dimensions. Hence the null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the social characteristics – cooperation of the college teachers with respect to a) status of the institution b) type of college.

Table 3

Difference in the Social Characteristic-Co-Operation of the College Teachers with Respect to Status of the Institution and Type of College

Sl. No	Variables	Category	N	Mean	S.D.	Calculated 't' value	Remarks at 5% level
a	Status of the institution	Autonomous	88	30.85	3.72	0.21	NS
		Non-autonomous	623	30.76	4.60		
b	Type of college	Arts & Science	483	31.06	4.47	2.51	S
		B.Ed.	228	30.16	4.50		

Since the calculated 't' value is less than the table value, there is no significant difference between autonomous and non-autonomous college teachers in their Social Characteristics - cooperation. Hence the null hypothesis is accepted.

Since the calculated 't' value is greater than the table value, there is significant difference between Arts & Science and B.Ed. college teachers in their Social Characteristics - cooperation. Hence the null hypothesis is rejected.

Hypothesis 3

There is no significant difference in the social characteristic - tolerance of the college teachers with respect to status of the institution and type of college.

Table 4

Difference in the Social Characteristic-Tolerance of the College Teachers with Respect to Sex, Locality of the Institution, Status of the Institution and Type of College

Sl. No	Variables	Category	N	Mean	S.D.	Calculated 't' value	Remarks at 5% level
a	Status of the institution	Autonomous	88	25.39	4.44	0.11	NS
		Non-autonomous	623	25.44	4.22		
b	Type of college	Arts & Science	483	25.49	4.29	0.48	NS
		B.Ed.	228	25.32	4.18		

(At 5% level of significance, the table value is 1.96)

NS - Not significant (Null hypothesis accepted)

S - Significant (Null hypothesis rejected)

Since the calculated 't' value is less than the table value, there is no significant difference between autonomous and non-autonomous college teachers in their Social Characteristics – cooperation and tolerance. Hence the null hypothesis is accepted.

Hypothesis 4

There is no significant relationship between professional commitment and its dimensions of college teachers and social characteristic- cooperation.

Table 5

Relationship Between Professional Commitment And its Dimensions of College Teachers And Their Social Characteristic – Co-Operation

Sl. No.	Dimensions	Calculated 'r' value	Table value	Remark of 5% level
1.	Commitment to learner	0.283	0.088	S
2.	Commitment to society	0.280	0.088	S
3.	Commitment to profession	0.369	0.088	S
4.	Commitment to achieve excellence	0.376	0.088	S
5.	Commitment to basic human values	0.360	0.088	S
6.	Professional commitment	0.447	0.088	S

As the calculated 'r' is greater than the table value, there is significant relationship between professional commitment and its dimensions and their social characteristics- co-operation.

Hypothesis 5

There is no significant relationship between professional commitment and its dimensions of college teachers and social characteristic- tolerance.

Table 6

Relationship Between Professional Commitment and its Dimensions of College Teachers and Their Social Characteristic – Tolerance

Sl. No.	Dimensions	Calculated 'r' value	Table value	Remark of 5% level
1.	Commitment to learner	0.177	0.088	S
2.	Commitment to society	0.163	0.088	S
3.	Commitment to profession	0.263	0.088	S
4.	Commitment to achieve excellence	0.262	0.088	S
5.	Commitment to basic human values	0.221	0.088	S
6.	Professional commitment	0.302	0.088	S

S – Significant (Null hypothesis rejected)

As the calculated 'r' is greater than the table value, there is significant relationship between professional commitment and its dimensions and their social characteristics- tolerance of college teachers.

Findings and Discussion

1a. Significant difference does not exist between autonomous and non-autonomous college teachers in their professional commitment and its dimensions.

1b. Significant difference does not exist between Arts & Science and B.Ed., college teachers in their professional commitment and its dimensions.

2a. Significant difference does not exist between autonomous and non-autonomous college teachers in their social characteristic – co-operation.

2b. Significant difference exists between Arts & Science and B.Ed. college teachers in their social characteristic – co-operation. That is Arts & Science college teachers (31.06) are better than B.Ed. college teachers (30.16) in their co-operation. Arts and Science colleges have many departments and they are supporting with one another in their academic matters. To achieve excellence in the profession, the arts and science teachers have more co-operation among themselves.

3a. Significant difference does not exist between autonomous and non-autonomous college teachers in their social characteristic – tolerance.

3b. Significant difference does not exist between Arts & Science and B.Ed. college teachers in their social characteristic – tolerance.

4. Significant relationship exists between professional commitment and its dimensions of college teachers and their social characteristic – co-operation.

5. Significant relationship exists between professional commitment and its dimensions of college teachers and their social characteristic – tolerance. The teacher should be tolerable and co-operative. As teaching in a college is a co-operative enterprise, a teacher attitude towards other members of the staff should be that of a member of the family. His attitude should be adjustable.

A closely – knit and friendly faculty is a sure means of developing school loyalty and general friendliness among pupils. If they are loyal to their college, they will be loyal to their students, other teachers and administrators. As they develop all the potentialities of the students they dedicate themselves to the profession. They are ready to sacrifice everything for the welfare of the students. Hence their professional commitment is more.

Recommendations

1. The college teachers must have time and patience to listen to their students whenever they want to talk to them. So that there is a mutual understanding between them.

2. The college teachers should give some responsibilities to the students, so that they feel that their teachers have confidence in them and their love for studies will be increased.
3. The college teachers should consider the creative ideas, feelings, thought and emotions of the student, so that they can be committed teachers.
4. The teachers should help their students and support them at times of adjustment problems, emotional pains, feeling of loneliness and stress.
5. The college teachers should utilize the resources of the community for the development of the institution.

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Political Participation, Empowerment and Experience of Women Representatives

Hanamant Yaragopp*
Dr. Hemant Tiwari**

2

Introduction:

The most remarkable feature of the 20th century has been development of women. Now when the humanity is in the 21st century, a new energy is spreading amid the ranks of women of every class, society and country. But even then it is a universally accepted fact that the women as a whole are underrepresented in all the important developmental processes has surpassed them at every stage. In the political arena women have made the least headway. The opportunity of 1/3rd reservation for all PRI seats create a climate of happiness, excitement, anxiety and bewilderment. Reservation facility suppressed the age old prejudices with confine women to an inferior social position and come outside the four folds of houses. In real sense PRI act advocates the women's political participation, empowerment and development.

The national perspective plan (1988-2000) also accepts a broader definition of political participation when it says: "It includes the gamut of voluntary activities with a bearing on the political processes, including voting, support of political groups, communication with legislators, dissemination of political views and opinions among the electorate and other related activities. Besides social relationships, there are spheres of power relationships which are generated and institutionalized by being used to encourage, control or move people's behaviour attitudes and beliefs in specified directions. Political participation can be considered to include an involvement in any form of organized activity that affects or seeks to affect, the 3^{se} powers relationships".

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